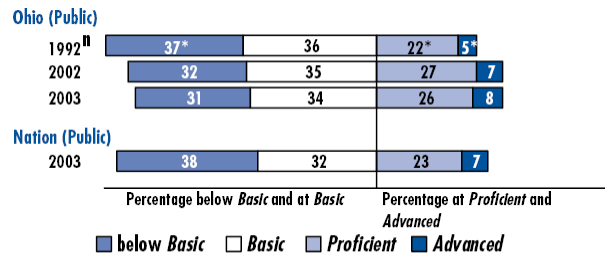


The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Ohio

- In 2003, the average scale score for fourth-grade students in Ohio was 222. This was not found to be significantly different¹ from the average score in 2002 (222), and was higher than the average score in 1992 (217).
- Ohio's average score (222) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Ohio were higher than those in 21 jurisdictions, not significantly different from those in 27 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students in Ohio who performed at or above the NAEP *Proficient* level was 34 percent in 2003. This percentage was not found to be significantly different from 2002 (34 percent), and was greater than that in 1992 (27 percent).

Student Percentage at NAEP Achievement Levels



¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

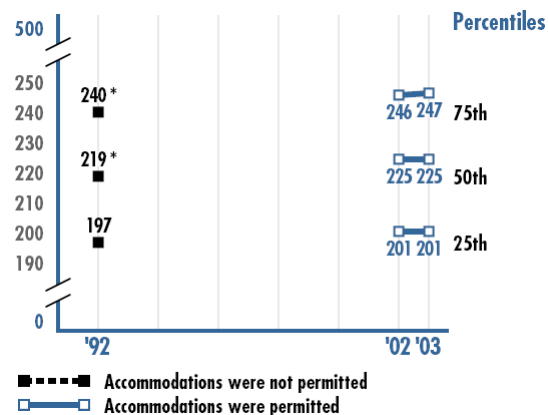
Performance of NAEP Reporting Groups in Ohio

Reporting groups	Percentage of students	Average Score	Percentage of students at			
			Below Basic	Basic	Proficient	Advanced
Male	50	218	35	34	24	7
Female	50	226	27	35	28	9
White	78	226	26	36	29	9
Black	17	202	56	29	13	3
Hispanic	2	207	52	25	18	5
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	35	206	49	32	15	3
Not eligible	57	231	21	35	32	11

Average Score Gaps Between Selected Groups

- In 2003, male students in Ohio had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1992 (23 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Ohio in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 2002 (24 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.

Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 2002, and 2003 Reading Assessments.